www.dynamicpapers.com

Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

BIOLOGY (9–1) **0970/42**

Paper 4 Theory (Extended) **May/June 2020**

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

© UCLES 2020

[Turn over

www.dynamicpapers.com

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

© UCLES 2020

www.dynamicpapers.com

GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

© UCLES 2020

www.dynamicpapers.com

5 'List rule' guidance (see examples below)

For questions that require ***n*** responses (e.g. State **two** reasons …):

- The response should be read as continuous prose, even when numbered answer spaces are provided
- Any response marked *ignore* in the mark scheme should not count towards ***n***
- Incorrect responses should not be awarded credit but will still count towards ***n***
- Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response
- Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form, (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

© UCLES 2020

www.dynamicpapers.com

mark scheme abbreviations

- **;** separates marking points
- / alternatives
- **R** reject
- **A** accept (for answers correctly cued by the question, or guidance for examiners)
- **I** ignore as irrelevant
- **AW** alternative wording (where responses vary more than usual)
- **AVP** alternative valid point
- **ora** or reverse argument
- underline actual word given must be used by candidate (grammatical variants excepted)

© UCLES 2020

www.dynamicpapers.com

Question	Answer	Marks
1(a)(i)	(because it is made of) a group of tissues working together to perform specific functions ;	1
1(a)(ii)	brain ;	1
1(a)(iii)	**A (**thermo)receptor ; **B** sweat gland ; **F** fatty tissue / fat cell(s) ;	3
1(a)(iv)	*any three from:* vasoconstriction (of arterioles / **E**) ; shunt vessels / **D**, dilate / widen ; less blood flow to skin (capillaries) / **F** ; reduces heat loss from blood ;	3
1(b)	*any three from:* muscle contraction ; protein synthesis ; cell division ; active transport ; growth ; passage of nerve impulses ;	3

Question	Answer	Marks
2(a)	embryo ;	1
2(b)	*any two from:* growth in all stages ; development during all stages ; (more) increase in complexity in early stages ; (more) increased in size in later stages ;	2

© UCLES 2020

www.dynamicpapers.com

Question	Answer	Marks
2(c)	*any four from:* maintains temperature **;** (mechanical) protection **;** provides support (of the fetus) **;** provides a sterile environment / prevents infections **;** allows movement (of the fetus) **;** (movement) allows for development of bones and muscles **;** ref. to swallowing (of fluid) **;** lubrication / AW **;** AVP **;**	**4**
2(d)(i)	pulmonary (artery) **;**	**1**
2(d)(ii)	carbon dioxide **/** urea **/** AVP **;**	**1**
2(d)(iii)	diffusion **;**	**1**
2(e)(i)	0.005 (mm) **;**	**1**
2(e)(ii)	130 000 **;;**	**2**
2(e)(iii)	nicotine, drug X, rubella virus **;**	**1**
2(f)(i)	**A** sensory neurone **;** **B** vesicle **;** **C** synapse / synaptic cleft **;** **D** receptor molecules **;**	**4**
2(f)(ii)	*any three from:* drug **X** blocks, **D** / receptor (molecules) **;** neurotransmitters are not able to bind to, **D** / receptor (molecules) **;** drug **X** is similar in shape to neurotransmitter / complementary to shape of receptor (molecule) **;** drug **X** stops, impulse/electrical signal, being transmitted in relay neurone **;** (so) less / no, pain felt with drug **X ;**	**3**

© UCLES 2020

www.dynamicpapers.com

Question	Answer	Marks
2(g)	*any two from:* (contaminated) blood transfusion ; sexual fluids ; breast feeding ; blood to blood contact ; AVP ;;	**2**

Question	Answer	Marks
3(a)	*fur colouring* camouflaged so that not seen by prey (when stalking) / reflecting heat / AW ; *streamlined body shape* improved ability to run fast / reduced air resistance / AW / AVP ;	**2**
3(b)(i)	transmission of genetic information from generation to generation ;	**1**
3(b)(ii)	two of the same letter both lower case ;	**1**
3(b)(iii)	0.25 / 25% / $\frac{1}{4}$;	**1**
3(b)(iv)	*any two from:* perform a test cross ; by breeding with, homozygous recessive / king cheetah ; if any of the offspring of the test cross are king cheetahs it confirms 17 is heterozygous ; DNA testing ;	**2**
3(b)(v)	*any one from:* compare, morphology / anatomy ; compare, DNA / amino acid, sequences ;	**1**

© UCLES 2020

www.dynamicpapers.com

Question	Answer	Marks
3(c)(i)	*any three from:* hunting / poaching ; disease ; lack of, food / prey ; loss of (natural) habitat / urbanization ; pollution / poisoned carcasses ; inbreeding / AW ; climate change ; AVP ;	**3**
3(c)(ii)	*any three from:* captive breeding programmes ; local cooperation / education (of farmer / land users) ; national parks / conservation areas / protect habitats ; legislation / public pressure, against hunting ; monitor numbers ; AVP ;	**3**

Question	Answer	Marks
4(a)	to increase crop, yield / production ; to reduce competition with weeds ; AVP ;	**2**
4(b)(i)	concentration of both herbicides decreased (with time) / described ; **A** higher concentration than **B** (throughout) ; **B** reached zero concentration before **A** ; comparative data quote with units stated ; **A** steeper than **B** initially ;	**3**

www.dynamicpapers.com

Question	Answer	Marks
4(b)(ii)	kills, water plants / algae ; lack of, producers / food for herbivores ; bioaccumulation / described ; reduced biodiversity ; (lack of roots causes) erosion / silting / flooding ; AVP ;;	4
4(c)(i)	network / branched, veins ; broad (leaves) ; petiole ; AVP ;	2
4(c)(ii)	auxin ;	1
4(c)(iii)	*any three from:* no chlorophyll synthesis ; cannot trap sunlight ; cannot photosynthesise ; AVP ;	3

Question	Answer	Marks
5(a)(i)	*Geospiza* ;	1
5(a)(ii)	*any five from:* natural selection ; variation (in beak shapes) ; mutation / description ; those birds with, selective advantage / unique beak shape, more likely to find food and survive ; the birds that survive reproduce ; pass on their alleles ; continues over many generations ; AVP ;	5

© UCLES 2020

www.dynamicpapers.com

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>6(a)(i)</td><td>one mark per correct row
<table>
<tr><th>function</th><th>name of structure</th><th>letter from Fig. 6.1</th></tr>
<tr><td>provides support to the stem</td><td>xylem</td><td>L</td></tr>
<tr><td>protects flower bud</td><td>sepal</td><td>G</td></tr>
<tr><td>produces glucose</td><td>leaf</td><td>H</td></tr>
<tr><td>produces pollen</td><td>anther</td><td>B</td></tr>
<tr><td>delivers male nuclei to the site of fertilisation</td><td>pollen tube</td><td>D</td></tr>
</table>
;;;;;</td><td>5</td></tr>
<tr><td>6(a)(ii)</td><td>B / D / F ;</td><td>1</td></tr>
<tr><td>6(a)(iii)</td><td>translocation ;</td><td>1</td></tr>
<tr><td>6(a)(iv)</td><td>H ;</td><td>1</td></tr>
<tr><td>6(b)(i)</td><td>nitrate (ions) ;</td><td>1</td></tr>
<tr><td>6(b)(ii)</td><td>ribosomes / (rough) endoplasmic reticulum ;</td><td>1</td></tr>
<tr><td>6(b)(iii)</td><td>enzymes ;</td><td>1</td></tr>
</table>

© UCLES 2020